

2005 PAAP ELA Entry Slip for Content Standard

D

Student Name: _____

Grade: _____

STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard. See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

Rubric Level 1

Rubric Level 2

Rubric Level 3

Rubric Level 4

STEP 3

• Circle the ONE Content Standard and the ONE Performance Indicator used by the student to complete the work for this Content Standard Entry.

ENGLISH LANGUAGE ARTS

READING

A. Process of Reading 1 2 3 4 5 6 7 8 9 10 11

B. Literature and Culture 1 2 3 4 5 6 7 8 9 10 11 12 13

Ⓓ Informational Texts ① 2 3 4 5 6 7 8

WRITING

F. Standard English Conventions 1 2 3

G. Stylistic-Rhetorical Aspects 1 2 3 4 5 6 7 8 9 10 11

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Four Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Four pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 24 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one):	<u>ELA</u>	Mathematics	Science & Technology
Content Standard:	<u>D</u>	Performance Indicator: <u>1</u>	Rubric Level: <u>1</u> Rubric Page# <u>ELA 6</u>
Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:			
Selected Response	<input checked="" type="checkbox"/>	Constructed Response	<input type="checkbox"/>
Performance Based	<input type="checkbox"/>		
Source of Task:	<u>PAAP Task Bank</u>		Points for Task: <u>6</u>
Task Title:	<u>Following Directions</u>		<div>Media</div>

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **first task** for this Entry required the student to respond to a **multi-step** direction. The student response to the direction was recorded on six different occasions to establish a pattern of performance.

The student was directed to do a combination of two or more directions (ex., get out your pencil and open the book; put _____ in your desk and look at me; hang up your coat and get in line; clear your desk and get out your snack).

The direction given to this particular student was:

Prior Knowledge and Skills Required:

The student needed to understand the direction. In order to establish understanding, the student was given multiple practice sessions over time related to the multi-step direction given. When the student was able to consistently respond to the directions appropriately, responses were recorded for the next six times on which the direction was given.

Teacher Role in Task: (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher gave the direction and recorded the responses on each of six occasions.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐
(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

Y = Yes (appropriate response)

N = No (inappropriate response)

% Correct _____

Other Information: (ex., Clarify how the point value of the task was determined.)

Student Name _____ Date _____

Following Directions

Direction Given:

(be specific – ex., “Please clear your desk and get out your pencil.”)

Date	Correct Response to Direction? (Y or N)

% Correct _____

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one):	<u>ELA</u>	Mathematics	Science & Technology
Content Standard:	<u>D</u>	Performance Indicator: <u>1</u>	Rubric Level: <u>1</u> Rubric Page# <u>ELA 6</u>
Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:			
Selected Response	<input checked="" type="checkbox"/>	Constructed Response	<input type="checkbox"/>
		Performance Based	<input type="checkbox"/>
Source of Task:	<u>PAAP Task Bank</u>		Points for Task: <u>6</u>
Task Title:	<u>Following Directions</u>		<div>Media</div>

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **second task** for this Entry required the student to respond to a **multi-step** direction. The student response to the direction was recorded on six different occasions to establish a pattern of performance.

The student was directed to do a combination of two or more directions (ex., get out your pencil and open the book; put _____ in your desk and look at me; hang up your coat and get in line; clear your desk and get out your snack).

The direction given to this particular student was:

Prior Knowledge and Skills Required:

The student needed to understand the direction. In order to establish understanding, the student was given multiple practice sessions over time related to the multi-step direction given. When the student was able to consistently respond to the directions appropriately, responses were recorded for the next six times on which the direction was given.

Teacher Role in Task: (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher gave the direction and recorded the responses on each of six occasions.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐
(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

Y = Yes (appropriate response)

N = No (inappropriate response)

% Correct _____

Other Information: (ex., Clarify how the point value of the task was determined.)

Student Name _____ Date _____

Following Directions

Direction Given:

(be specific – ex., “Please clear your desk and get out your pencil.”)

Date	Correct Response to Direction? (Y or N)

% Correct _____

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one):	<u>ELA</u>	Mathematics	Science & Technology
Content Standard:	<u>D</u>	Performance Indicator: <u>1</u>	Rubric Level: <u>1</u> Rubric Page# <u>ELA 6</u>
Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:			
Selected Response	<input checked="" type="checkbox"/>	Constructed Response	<input type="checkbox"/>
		Performance Based	<input type="checkbox"/>
Source of Task:	<u>PAAP Task Bank</u>		Points for Task: <u>6</u>
Task Title:	<u>Following Directions</u>		<div>Media</div>

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **third task** for this Entry required the student to respond to a **multi-step** direction. The student response to the direction was recorded on six different occasions to establish a pattern of performance.

The student was directed to do a combination of two or more directions (ex., get out your pencil and open the book; put _____ in your desk and look at me; hang up your coat and get in line; clear your desk and get out your snack).

The direction given to this particular student was:

Prior Knowledge and Skills Required:

The student needed to understand the direction. In order to establish understanding, the student was given multiple practice sessions over time related to the multi-step direction given. When the student was able to consistently respond to the directions appropriately, responses were recorded for the next six times on which the direction was given.

Teacher Role in Task: (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher gave the direction and recorded the responses on each of six occasions.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐
(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

Y = Yes (appropriate response)

N = No (inappropriate response)

% Correct _____

Other Information: (ex., Clarify how the point value of the task was determined.)

Student Name _____ Date _____

Following Directions

Direction Given:

(be specific – ex., “Please clear your desk and get out your pencil.”)

Date	Correct Response to Direction? (Y or N)

% Correct _____

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one): ELA Mathematics Science & Technology
Content Standard: D Performance Indicator: 1 Rubric Level: 1 Rubric Page# ELA 6
Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:
Selected Response ☒ Constructed Response ☐ Performance Based ☐
Source of Task: PAAP Task Bank Points for Task: 6
Task Title: Following Directions

Media

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **fourth task** for this Entry required the student to respond to a **multi-step** direction. The student response to the direction was recorded on six different occasions to establish a pattern of performance.

The student was directed to do a combination of two or more directions (ex., get out your pencil and open the book; put _____ in your desk and look at me; hang up your coat and get in line; clear your desk and get out your snack).

The direction given to this particular student was:

Prior Knowledge and Skills Required:

The student needed to understand the direction. In order to establish understanding, the student was given multiple practice sessions over time related to the multi-step direction given. When the student was able to consistently respond to the directions appropriately, responses were recorded for the next six times on which the direction was given.

Teacher Role in Task: (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher gave the direction and recorded the responses on each of six occasions.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

Y = Yes (appropriate response)

N = No (inappropriate response)

% Correct _____

Other Information: (ex., Clarify how the point value of the task was determined.)

Following Directions

Direction Given:

(be specific – ex., “Please clear your desk and get out your pencil.”)

Date	Correct Response to Direction? (Y or N)

% Correct _____